Educational Technology Leadership Exam: Dream, Believe, Achieve

Peggy N. Hale  
Lamar University

**Educational Technology Leadership Exam: Dream, Believe, Achieve**

It began as a dream to further my career in technology. With encouragements from family and friends, I believed that I could achieve my Master’s degree in Educational Technology Leadership. Still shocking to me, is the fact that I have taken it online; amazing myself and others close to me. With that being said, it is hard to believe the dream is close at hand; that is, after my current challenge of writing this comprehensive exam. In this exam paper, I will share leadership goals, my vision in Educational Technology, reflections on six courses that had the most impact, and reflections of the overall degree program. In addition, I will include a three year personal professional development plan and curriculum vitae of my professional experience.

**Goals**

**Position Goals**

It is evident how rapidly technology continues to change our lives and with this continuous change, educators like myself, are vigorously trying to stay afloat. Many educators have joined forces with the help of Web 2.0 collaboration tools to speed the efforts that support the integration of technology in schools. They are posing a different methodology of teaching students of the digital age. Educational technology leadership programs are supporting the “growth and development of well-prepared, capable educational technology professionals who will help shape the future of K-12 technology integration to enhance student achievement” (Williamson & Redish, 2009, p. xi). As a graduate in Educational Technology Leadership, I hope to continue in my position as an Instructional Technology Specialist for two more years. It will allow me the opportunity to share my technology education with others, now that I have achieved a new attitude and vision. I would like to teach adult classes in neighboring communities to share my passion for technology, and communicate vital information about online safety and cyber bullying, in addition to technology education. If I had to choose my ultimate career goal, it would be a coordinator’s position that manages campus instructional technologists in a district. Managing a group of passionate technology specialists would be exciting, especially if they desired to make a difference in education and enhance student achievement in our schools using technology as the dynamic tool.

**Leadership Goal**

I have been blessed with a job as an educational technology leader in my district recently. I plan to share my learning and experience from my coursework to help others use and enjoy technology in order to learn. My desire is to pass my passion for technology to others, while helping to produce rich learning environments that are meaningful and engaging. My passion in technology began as a primary teacher who learned along with my students. I found myself engaged and enlightened with each interactive game, and emerging new tool that I introduced to my students. I believe my passion for technology has continued, because of its multisensory capabilities and sheer enjoyment. I am determined to help resistant educators move towards technology use for student achievement. I plan to demonstrate ways technology can support differentiated learning for students, focusing on their particular learning styles. Knowing how using technology helped transform me into a lifelong learner, I look forward to helping others achieve this change.

Along with my passion for new emerging technology tools, I also have a love for serving and helping others. This servant attitude brings both enjoyment and career satisfaction as a technology leader. After I gain several more years of experience, I plan to further my career goals by pursuing advancements in our technology department or administration department. I wouldn’t mind combining my creativity and vision for teaching and learning to help others venture into new opportunities for learning, earning, and living.

**Educational Technology Vision**

It has been said that our educational system is merely an extension of the values of its society (Simpson, 1999). After a decade into the 21st century, we are experiencing a dynamic, emergence of technologies in exponential growth rates. Our changing society continues to force our educational system to adapt with these changes. “It's time for education leaders to raise their heads above the daily grind and observe the new landscape that's emerging” (Prensky, 2006, p. p.9). Technology leaders are faced with new and better technology before they can finish deploying one that was considered the cutting edge just a few years prior. Staying abreast of emerging technologies is an ever-present challenge for educational technology, but one taken with integrity and pride. With a dream, belief, and willingness to achieve, we can bring a new vision for educational technology. What does this vision look like?

It is one that creates meaningful integration of technology into the learning environment with the expectation to work, learn, and study whenever and wherever you want (Johnson, Smith, Willis, Levine, & Haywood, 2011). Educators of the 21st century will no longer rely on the former “cookie cutter” or “one-size-fits-all” method of teaching; but embrace technology to customize instruction for each student according to their learning style and needs. I envision an individualized educational plan (IEP) with prescribed lessons, tools, and resources according to needs, interests, and learning styles. This technology will provide immediate feedback, support, and monitor tracking for each student throughout their education. How will this be possible? No doubt, through the power of technology this can surely become reality! It can harness the collective intelligence of education data, much like the companies of Amazon and eBay provide their customers on a daily basis (Solomon & Schrum, 2007). Through web-based software we can provide a new pedagogy for the digital natives and teachers of the 21st century.

With this new pedagogy, students and teachers will expect flexibility, reliability, and continuous accessibility. Through the use of cloud computing, electronic books, mobiles, online learning management systems, and collaborative environments, students will be able to engage in real research and participate in global learning communities anytime, anywhere. The economy’s recent budget crisis in education will cause more and more schools to look for alternative solutions for teaching and learning. Districts will begin to relax their policies and allow students to “bring their own technology” (BYOT) to have access to high-tech tools in school to enhance their learning. One of those technologies you can expect students to bring from home will be mobile devices such as androids, smart phones, iPads, and notebook tablets, to mention a few. Next year in our district, we have prepared for BYOT by creating policies now and planning procedures for challenges that they will bring. It has been reported that by 2015, 80% of people accessing the Internet will be using a mobile device (Johnson, et al., 2011). I am eagerly waiting to see what impact they will have on teaching and learning in our district next year.

Obviously, with these new mobile devices, our school textbooks will also be changing to electronic books in the future. It is not important what device you use or what particular text you have; the best attribute of electronic books is the new kind of reading experience it provides for its users (Johnson, et al., 2011). Not only do electronic books allow audiovisual learning and tactile learning; but it enhances networking by allowing collaborations and communications in the text. Personally, I have immensely enjoyed this reading experience with my grandchildren on my iPad; reading and interacting with the “Cat in the Hat” by Dr. Seuss or various classical nursery rhymes have been pure enjoyment. It is an adventure through worlds real and imagined, as we swipe through the pages and choose which method of delivery we want. As the publishing industry undergoes this shift from printed to electronic books, we will see more acceptance and widespread use of electronic books in the near future.

Undoubtedly, education technology will have its challenges as these new technologies appear. But, looking ahead we can expect some exciting times through augmented reality. It is sometimes called “blended reality” where you layer information over the real world using visual and spatial positioning. “Augmented reality is an active, not a passive technology; students can use it to construct new understanding based on interactions with virtual objects that bring underlying data to life” (Johnson, et al., 2011, p.17). Using this type of technology will surely appeal to educators and students as they use it with situated learning.

In addition, there will be another type of learning for the future. Many supporters have been endorsing game-based learning in education and its gaining attention. Most contain collaboration, problem-solving, and communication within. “When embedded in the curriculum, they offer a path into the material that allow the student to learn how to learn along with mastering, and truly owning, the subject matter” (Johnson, et al., 2011, p.22). I have enjoyed of few of these collaborative online games and understand how addicting and motivating they can be. My son has been playing online games for years and now as an adult he still enjoys multiplayer games such as Fantasy Baseball. Game-based learning will grow in popularity quickly in classrooms and find education embracing the possibilities.

Certainly, there are a few more promising technologies that will emerge in four to five years. One to be on the look-out for is gesture-based computing which uses visual markers and gesture recognition to allow interaction with real-time information and has become popular recently. Another one to check out in the near future is learning analytics. It involves analyzing data about students to assess academic progress, predict future performances and spot potential issues so that schools can give interventions (Johnson, et al., 2011). It could also be used to evaluate curricula, programs, and school performance.

As you can see, there are some exciting technologies on the horizon for educational technology and for 21st century learners. Together, we can strive to meet the goals to empower students to succeed beyond their formal education, to become lifelong learners who live productive lives now and in the future. Exciting times are here, and I’m proud to be a part of this technology revolution!

**What I Have Learned in My Program**

**Learned about Myself**

Zig Ziglar states, “What you get by achieving your goals is as important as what you become by achieving your goals” (Ziglar, 2011, p. 1). I believe that this Internship program for Educational Technology Leadership has allowed me to develop a new perspective in technology and education. I have been able to develop confidence in my technology skills that were beyond my dreams. Having the encouragement and support of my family and friends was helpful, but my persistence and hard work paid off to achieve this dream of mine.

Throughout the course, I have experienced 21st century learning by participating in so many collaborative activities. I learned to be more cooperative and understanding while working on group projects. Group work is easier when you have motivated colleagues who are as determined to complete the tasks as you are. “Researchers report that, regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats” (Gross, 2002, para. 1). I was surprised that I enjoyed the group activities so much and can admit that my learning in the group work will be remembered. The courses’ collaborative activities that were embedded in the coursework enabled me to gain deeper understanding and learning through the conversations with instructors and colleagues. I believe that the discussion board just alone was a great example of collaborative learning. The experience taught me to be more open-minded to others’ ideas and differences. I have a tendency to have my mind made up and set without hearing others’ thoughts and ideas. The discussion boards allowed me to work through this and increase my empathy towards others in the course. As a Digital Immigrant, my education did not allow much collaborations or group work as students today. I don’t think it should be taken for granted that everyone has the skills they need to succeed in groups. “Many students have never worked in collaborative learning groups and may need practice in such skills as active and tolerant listening, helping one another in mastering content, given and receiving constructive criticism, and managing disagreements” (Gross, 2002, para. 9).

Another skill I was able to improve was how to avoid procrastination by developing my planning and organizational skills. “Statistics show that procrastination affects over 20% of the population…and has quadrupled in the last 30 years” (Covey, 2011, para.1, 4). It was difficult at times to keep myself focused on the immediate task without getting distracted by some of my favorite social networking sites. Technology is blamed for the cause of this increase due to distractions like Facebook, the Internet, and other technology devices (Covey, 2011). It took me a few courses to get a routine down with my studies and assignments. I know my time management skills will help me in other areas of my life.

Dale Carnegie said that, “People rarely succeed unless they have fun in what they are doing” (Carnegie, 2010 p.1). Never has it been easier or more exciting to be an educator or to enjoy my new career. My passion for technology has brought me job satisfaction, enjoyment, and has helped me become a lifelong learner.

**Learned about Technology and Leadership Skills**

One cannot talk about leadership without mentioning the word ‘vision’. A leader must possess a compelling vision, be able to share it, and put it into action. “Developing a vision is a critical component of school improvement and school leadership; in addition, the development of a vision is an evolutionary process” (Jones, 2007, p. 3). I learned that technology leaders needed to internalize their technology plan for the district or campus and to be ready to implement the plan’s direction for school improvement. It is essential that we know the goals and influence others in reaching those goals.

During this course, we learned the importance of inquiry and action research. It is essential for leaders to engage in the process of inquiry, taking charge of their own professional development and becoming a head learner. A vital leadership skill I gained during this course is that I cannot control others’ behaviors. I can only control myself. At the start of this program, I was more focused on changing teachers and forcing them to integrate technology. I’ve developed a new outlook and changed my philosophy on leadership. I want to develop a trusting relationship with my teachers and influence them with my attitude and passion for technology.

Besides that, I was able to refine and improve my research skills while discovering more about my own learning style. I used technology to aide in my reflection process by creating a blog to post my ideas, questions, and strategies during my inquiry process. It has been said that writing is thinking, and a way to expand your learning. As a leader, I plan to make time to reflect and continue to post on my blog. John Quincy Adams said, “If your actions inspire others to dream more, learn more, do more and become more, you are a leader” (Adams, 2010, p. 1).

**Learned about My Attitudes** Attitude is the way we approach life and how we treat others. A person that keeps a great attitude is one that enjoys life. They are pleasant to be around and find good in everything. Most of us avoid people who are negative and who tend to pull us down. A favorite scripture that I have posted on my blog reads, “This is the day the Lord has made; let us rejoice and be glad in it” Psalm 118:24 (New International Version, 1997). When you have battled cancer, like I have; it gives you a deeper appreciation and outlook on life; something that can’t be forgotten or taken for granted. Charles Swindoll says it best:

The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past... we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude... I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you... we are in charge of our attitudes (Swindoll, 2011, para.1).

It is easy to see that during this course, I have been able to take my positive attitude and make some minor adjustments in light of my leadership skills in technology education. I was able to understand that I could not control others’ behaviors, but could focus my energy on my own behavior. I found how important it is to develop trust with teachers, first and then allow my influence to transform their teaching and learning. Throughout the program at Lamar, the professors have always given an optimistic outlook on our challenges. Their attitude was contagious and gave us confidence we needed to succeed. Throughout the courses, we have been able to develop a sense of duty to the profession, realizing that together we can meet the challenges and provide the needed information to support technology education. I appreciate the fact that there are others with similar challenges who are struggling; this helps to bring a sense of urgency and commitment to the profession creating collaborative group effort. I remain in awe and wonder at the amount of technology and leadership skills I have achieved in this program. It is difficult to pinpoint each one and realize the growth I have made in eighteen months. I can say that my ability to find satisfaction in my career is due in part to my attitude, but more importantly; it is a gift from God who is my purpose in life.

**My Six Favorite Courses in the Program**

Deciding on the top six courses to list as my favorite was not an easy task. After nearly eighteen months, I had to go back to some of the earlier courses to recall the format and content. I was able to reflect on them all and began listing them in three categories: definite favorite, maybe, and not a favorite. This allowed me to make a fair judgment and to be satisfied with my choices. In my evaluation, I did not consider my grades as much as I did the content, presentation by the professors, and the significance of my learning experience. One important aspect in deciding my top favorite courses were the textbooks, readings, and videos that were included in each course. I think they will serve as resources in the future, long after my graduation. Viewing the six courses that were excluded does not make them irrelevant to the program. Each course taught me so much and all of them have given me knowledge beyond measure.

**EDLD 5306 Concepts of Educational Technology**

This course is the first required and I think sets a precedent for the anticipated learning that will follow. If you do not enjoy this course, then I am afraid that you are in the wrong degree program. It validated all the reasons why I want to learn more about technology integration and how to best support instruction and learning to create effective schools. We were given key sources to help us make informed decisions about technology. The exposure I gained from the Texas Long-Range Plan for Technology, and Texas StaR charts allowed me to see the impact technology can make and how to share in improving those goals. Learning the standards that encompass Educational Technology and guide the use and integration of technology is an important foundation to the whole degree program. My most memorable knowledge received in this course was from Marc Prensky’s articles about Digital Natives and shaping our schools for the 21st century. He warns us:

If we don’t stop and listen to the kids we serve, value their opinions, and make major changes on the basis of the valid suggestions they offer, we will be left in the 21st century with school buildings to administer—but with students who are physically or mentally somewhere else.

**EDLD 5301 Research**

I surprised myself in the selection of this course as one of my favorites; but understanding educational research is vital to make informed decisions that impact student achievement and lead to school improvement. This course gave me a deep appreciation for principals and I applied that learning to my role as a technology leader in our district. The course gave me knowledge and skills in action research that I can use in personal lifelong learning and professional development. School improvement is a shared responsibility no matter what leadership role you are in. The learning I received will be an immense benefit to me as we strive to make district improvements that lead to effective and efficient change not just in technology, but in all areas of the school community. School leaders looking to improve schools should focus on work continually on a *basis of discovery*. “Discovery is rarely about creating something new, but is most likely about seeing what was already there with a new understanding”. Some of the benefits I gained from this course came from the book by Nancy Dana, *Leading with Passion and Knowledge*. I learned how to perform professional inquiry with reflections, wonderings, questions, and collection of data. The course reinforced the importance of becoming a head learner that inspires others to participate in their own practitioner inquiry, which enhances professional growth. We developed a blog in this course that was used in a professional learning community (PLC). We posted our action plan and progress each week and made comments on other colleagues’ blogs. The experience was fun and reiterated the importance of communication in the professional community for student achievement and school improvement.

**EDLD 5362 Informational Systems Management**

From the title of the course, I knew that Informational Systems Management would be challenging; but I realized that the information was practical in my job assignment. One of the reasons this course was selected as a favorite was the outstanding lectures, Dr. Sheryl Abshire, our professor presented. Her lectures were wonderful as she drew you into her content by her straightforward explanations and passion. She made complex material appear easy through her explanations, even with the myriad of technical terms. Learning about the impact that the Internet has on teaching and learning is beneficial for technology leaders who are expected to guide others. I think it is essential to learn the history of the Internet, so you can see how much progress has been made since its inception. If our goal is to become educational leaders in the future, then having an understanding in technology operations is critical. We will be expected to make decisions that will affect others in the school community. I appreciate the assignment which required a thorough understanding of our technology plan. It gave me a clearer picture how all six of our campuses plans are tied to our technology plan; supporting the district’s vision to “graduate young adults with the knowledge and skills necessary for success in an ever-changing technological society…”(Hargrove, 2010, para.1).

**EDLD 5363 Multimedia Video Technology** Besides the fact that this course was absolutely engaging and fun, I chose it because we have been inundated with this type of teaching and learning in our society. “The fast and ever growing popularity of visual media around the world can be explained…by the human reliance on images as a way to think and communicate” (Jurich, 1999, p. 41). Most of us will admit that our learning has been enhanced through multimedia and video technology. The knowledge and skills I gained from my digital story I created can easily be incorporated in any educational content. During the course, we experienced collaborative learning while creating a public service announcement through group work. It was a great example of how 21st century learning produces far better material than if we worked individually. I believe more of our lessons should mimic this type of teaching and learning.

**EDLD 5364 Teaching with Technology**

This course is perhaps the most favorite since it involved ways to help students and teachers use technology with classroom instruction. In fact, I left the classroom with that passion and responsibility in mind; to help teachers create and design instructional activities with technology that engage and motivate students in the classroom. I know that our textbook will serve me in my job now and years to come. The book provides ways to differentiate instruction and transform your classroom into a “dynamic learning environment” (Pitler, Hubbell, Kuhn, & Malenoski, 2007, p. 2). I was able to work with a couple of great colleagues that I met through this degree program. We have become close and communicate often to give moral support and encouragement to each other. We were able to design an awesome math unit using technology strategies and best practices that was taught in the course. The research experience that was necessary to solve our scenario enabled us to create experiences for our diverse learners in the scenario. My teaching strategies will forever be enhanced by this course, our textbook, and through working with my group.

**EDLD 5366 Digital Graphics** I absolutely loved this course and all the fun activities that we had to accomplish. I have already benefited greatly in my current job assignment by the learning I received. Besides developing logos recently for two of our wikis, I have been able to design posters and flyers with confidence. I enjoy working with graphics and using them to produce a variety of professional work. The assignments in this course did not tap into collaborative learning, but we were able to rely on others to help with embedding our projects on our blog or wiki. I wish there would have been a way that we could have viewed our colleague’s products, so our learning could have been enhanced more during the course. I enjoy getting ideas from others’ work and letting them evaluate mine. I felt like my best assignment was creating my newsletter, which I was able to use for our department with minor changes.

**My Degree Program**

Everyone has dreams…filled with hope; whether big or small they have vast importance in our lives. To achieve your dreams however, one must develop goals and set them into action. My dream to complete my Master’s program at Lamar University in Beaumont, Texas did not occur like I had planned and hoped. I had to put my dream on hold, while I fought a bigger battle with lymphoma cancer. Through the support and encouragement from family and friends, I prevailed through chemo and received a clear report, before applying for the online Master’s program again. Now, after eighteen long months, my dream will soon become reality.

The program Lamar delivers is rigorous with a robust technology literacy foundation. The course sequence was effective in providing professional learning with innovative activities in educational technology. The online coursework was fun, challenging, and engaging; but the best part was the availability 24/7. It allowed you to choose your own hours and to work in the comfort of your home. We were able to choose activities that tapped into our learning style while participating in the collaborative features built in the system. We were required to use the discussion board which helped to deepen our learning, while sharing ideas. I think that this allowed us to gain confidence in our own thinking, forced us to do reflective thinking, and allowed us to see other viewpoints. If you were fortunate, you were able to form a personal learning network with colleagues that you met in the program. Of course, our discussion board was its own personal learning community as we shared special quotes from our readings.

A vital strength of the program is the professors, instructional coaches, and staff who were supportive, understanding, and never allowed you to fail. They guided with love and gave helping hands to get you back on track, when you became frustrated or down. I will be able to access the great resources that we have received from each course as I strive to train others in technology.

This program not only prepared me to become a great technology leader, but it has allowed me to initiate a shared vision that embeds technology integration into all aspects of teaching and learning. I was taught to direct my own learning through inquiry and to let passions drive my journey. I was taught how to lead by my actions instead of words. I was taught new methods to teach and learn through collaboration and communication tools. I was taught how to collaborate and create in groups to develop superior products while building new friendships. Lastly, I learned to become a change agent in our district through my influence. “The people who influence you are people who believe in you” (Drummond, 2010, para.1).

What has this program done for me? It has given me remarkable confidence to become a self-directed, lifelong learner. I will be eternally enriched…thanks for allowing me to dream, believe, and achieve.

**Three-Year Professional Development Plan**

Lord, as I take the next steps on my life’s journey, let me take them with You. You have promised never to leave me or forsake me. You are always with me, protecting me and encouraging me. Whatever these next three years may bring, I thank You for Your love and for Your strength. Let me lean upon You, Father—and trust You—for these next three years as I plan and live them in accordance to Your will now and forever. Amen

To view my three year professional development plan, see Table 1 in the Appendix.

References

Adams, J. (2010). Finding quotations was never so easy! Retrieved from http://thinkexist.com/quotation/if\_your\_actions\_inspire\_others\_to\_dream\_more/339093.html

Carnegie, D. (2010). *Dale Carnegie Quotes*. Retrieved from http://thinkexist.com/quotation/people\_rarely\_succeed\_unless\_they\_have\_fun\_in/203919.html

Covey, F. (2011). *Procrastination Statistics*. Retrieved from http://www.effective-time-management-strategies.com/procrastination-statistics.html

Drummond, H. (2010). Retrieved from http://thinkexist.com/quotation/the\_people\_who\_influence\_you\_are\_the\_people\_who/182658.html

Gross, B. (2002, April 11). *Collaborative Learning: Group Work and Study Teams*. Retrieved from http://teaching.berkeley.edu/bgd/collaborative.html

Hargrove, P. (2010). *About LCM: Our Mission*. Retrieved from http://www.lcmcisd.org/about/mission.htm

Harris, S., Edmonson, S., & Combs, J. (2010). *Examining What We Do to Improve Our Schools: 8 Steps from Analysis to Action.* Larchmont, NY: Eye on Education.

Johnson, L., Smith, R., Sevine, A., & Haywood, K. (2010). *2010 Horizon Report: K-12 Edition.* The New Media Consortium.

Jones, L. (2007, December 17). *The Importance of Visions for Schools and School Improvement*. Retrieved from http://cnx.org/content/m15634/1.1/

Jurich, S. (1999, September/October). The Impact of Video Technology in Education: From Here to Where? *TechKnowLogia*, 41-44.

Pitler, H., Hubbell, E. R., Kuhn, M., & Malenoski, K. (2007). *Using Technology with Classroom Instruction that Works.* Alexandria, VA: Association for Supervision and Curriculum Development.

Prensky, M. (2006, January). Listen to the Natives. *Educational Leadership*, 8-13.

Simpson, R. (1999, Winter). Ralph Tyler on Curriculum: A Voice from the Past with a Message for the Future. *Innovative Higher Education*, 85-87.

Solomon, G., & Schrum, L. (2007). *Web 2.0 new tools, new schools.* Eugene, OR: International Society for Technology in Education.

Swindoll, C. (2011). Charles R. Swindoll>Quotes. Retrieved from http://www.goodreads.com/author/quotes/5139.Charles\_R\_Swindoll

Williamson, J., & Redish, T. (2009). *ISTE's Technology facilitation and leadership standards: What every K-12 leader should knkow and be able to do.* Eugene, OR: International Society for Technology in Education.

Ziglar, Z. (2011). Goal Quotes. Retrieved from http://www.inspirational-quotes-motivate.com/goals\_quotes.html

**Appendix**

**Table 1**

|  |
| --- |
| Three-Year Professional Development Plan |
| 2012 |
| * Develop current job skills as Instructional Technology Specialist (district) * Project Share/ Proficiency/Develop Course * Moodle Tutorials & Training/Create Moodle Courses * Atomic Learning Workshops & Tutorials (iPad, Prezi) * Technology Applications Certification (K-12) |
| 2013 |
| * Community technology classes * Google Certified Teacher (Apply to Google Academy) * STAR Discovery Educator * Information Technology /improve knowledge & skills * Principal Certification |
| 2014 |
| * Take TCEA Director’s Certification * Microsoft Certified Trainer * Adult technology classes |

Curriculum Vitae

## *Peggy N. Hale*

Curriculum Vitae

Peggy N. Hale



PO Box 26

Mauriceville, TX 77626

**Mobile:** (409) 779-7750

**Email:** pnhale@gmail.com

**Website:** <https://sites.google.com/site/pnhaleedld/>

### Personal Statement

I have ten ingredients for a recipe of success in the workplace: high ethics, high energy, hard work, goal-oriented, courageous, priority-driven, level-headed, efficient, enthusiastic, and committed.

### Skills

Word Processing Skills

Advanced Internet & Email Skills

Text Processing Skills

Computer Skills

Electronic Presentation Skills

Organizational Skills

Problem Solving Skills

Training Skills

Researching Skills

Instructional Skills

Web Navigation Skills

Interpersonal Communication Skills

### Education

**M. E. Educational Technology Leadership** Lamar University, Beaumont, Texas.

*Leader of Technology Integration in Classroom (proposed graduation date: August, 2011)*

**B. A. Elementary Education** Lamar University, Beaumont, Texas.

*Life Provisional Elementary self contained (Grades 1-8)   
Life Provisional Elementary Mathematics (Grades 1-8)*

### Computer/Software Experience

Microsoft Office Word 2003, 2007  
Microsoft Publisher  
Microsoft PowerPoint  
Movie Maker  
iPad, iPod, iTouch, iTunes

Podcasting; Audacity

### School Website/Blog/Wiki

<http://www2.lcmcisd.org/phale>  
<http://peggyhale.blogspot.com/>

<http://mrshalesfirstgrade.blogspot.com/>

<http://lcm-technology-integration.wikispaces.com/>

### Hobbies & Other Interests

Reading, gardening, bird watching, antiques, e-learning, web 2.0 tools, church activities, scrabble, bargain shopping, jigsaw puzzles, family/grandkids, social networking

### Current Employment

**Instructional Technology Specialist** Little Cypress-Mauriceville CISD

August 2008 – Current

*Support technology integration, lessons and project development for campuses; provide training to staff; maintain website and instructional links with teaching resources for teachers; assist with online curriculum and lesson plans.*

**Employer Contact**

**Kim Allen**

Mobile: 409-779-4410 Email: kallen@lcmcisd.org

Fax: 409-670-4620 Work Phone: 409-670-4616

### Work History

**Certified Classroom Teacher**  Little Cypress-Mauriceville CISD

Jan 1992 – May 2008

*Primary Classroom Teacher; job promotion*

**Substitute Teacher** Little Cypress-Mauriceville CISD

Sept 1988 – Dec 1992

*Levels K-8; began college*

**Homemaker, Seamstress**  Self-Employed

Aug 1985 – Sept 1990

*Children in school*

**Nursery School Teacher**  Westgate Church of Christ

Sept 1978 – May 1981

*Started family*

Administration & Leadership Experience  
  
 Staff Development (ongoing)  
 Summer Technology Workshops (ongoing)  
 School Center Webpage Trainer  
 Thinkfinity Trainer (current)  
 Intel Master Teacher (current)  
 Team Leader (12 years)  
 TATN/TCEA Presenter 2003, 2005, 2006, 2007  
 Skyward Family Access Trainer 2008-current   
 Inspire XII Computer Camp Instructor Summer, 2007  
 Tech Teacher of the Month (3 times)  
 Curriculum Alignment August 10, 2006  
 Technology Facilitator for Brazos-Sabine Foundation Academy 2000  
 WIN TIE Grant Wireless Integration 2001-2002  
 CAMT Presenter  
 TAGT Co-Presenter  
 STAT Presenter   
 IMPACT co-trainer 2001 - 2006  
 NECC Student Showcase, Teacher sponsor 2002  
 Region V Technology Conference (Presenter) LCM 2001  
 Silsbee 2002  
 Woodville 2003  
 Nederland 2004

TCEA/TATN presenter February 2003 *“Elementary Technology Lessons”*  
 February 2005 *“Primary Projects with Pizzazz”*  
 February 2006 *“Discovery Daze”*  
 February 2007 *“Buttons, Buttons, Who’s Got the Buttons?”*

### Additional Training/Professional Development

Digital Learning Event - HP, Intel, Tech & Learning February 9, 2010  
Thinkfinity Training for Trainer November 3, 2009  
Thinkfinity Training for Trainer October 30, 2008  
Thinkfinity Training for Trainer February 5, 2004  
 Adobe Acrobat 9 Academy September 30, 2009  
Adobe Acrobat 9 Academy October 1, 2009  
Instructional Technologists (Reg. V) September 9, 2010  
*(Lunch and Learn with Apple Computers)*   
 Instructional Technologists (Reg. V) October 21, 2010  
 *(Website Resource Pages)*   
 Moodle Training (Reg. V) November, 2010  
 Camtasia/Snag-It (Reg. V) December, 2010  
 Instructional Technologists (Reg. V) January 12, 2010  
 *(Best practices integration)*   
 District & Campus Instructional Technologists November 12, 2009  
 Distance Learning Facilitator Training August, 2009  
 Web 2.0 Tools in the Classroom May 30, 2007  
 Intel Training Essentials March 26, 27,  
 April 1, 3 2007  
 Smarter Activities to Engage October 9, 2007  
 Math Technology Conference February 10, 2007  
 Confratute at University of Connecticut July 7-11, 2003  
 *SEM module Gifted & Talented (Joseph Renzulli)*

Professional Affiliations  
  
Texas Computer Education Association   
CAMP-SIG  
Region V’s Instructional Technologist Ning  
Educator’s PLN  
I Education Apps Review (IEAR)   
K12 Online 2010  
SMART Board Revolution

References  
  
References will be provided upon request